Fort Stockton Independent School District



Alamo Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as lifelong learners and productive, self-sustaining contributors to society.

Vision

Through the implementation of a rigorous education program based on the Texas Essential Knowledge and Skills, Alamo Elementary staff will provide superior learning opportunities so that each student is prepared for grade level expectations and academic success each school year.

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Comprehensive Needs Assessment

Demographics

Summary

Alamo Elementary serves grades 2-3 in Fort Stockton ISD and operates a Title I Schoolwide Program.

Enrollment: 2025-2026: 278; 2024-2025: 306; Enrollment 2023-2024: 342; Enrollment 2022-2023: 346; Enrollment 2021-2022: 340

Ethnic Distribution: 2025-2026- African American .001%; Hispanic 90%; White 8%; American Indian 0%; Asian 1%; and Two or More Races 0%

Ethnic Distribution: 2024-2025 - African American .01%; Hispanic 89%; White 8%; American Indian 0%; Asian 1%; and Two or More Races 1%

Ethnic Distribution 2023-2024 - African American 3%; Hispanic 85%; White 8%; American Indian 0%; Asian 2%; and Two or More Races 2.5%

Ethnic Distribution 2022-2023 - African American .9%; Hispanic 86.7%; White 9.2%; American Indian 0%; Asian 1.7%; and Two or More Races 1.4%

Ethnic Distribution 2021-2022 - African American 1.47%; Hispanic 85.6%; White 10.3%; American Indian 0%; Asian 1.76%; and Two or More Races .59%

Economically Disadvantaged 2025-2026 - 46% (state average approximately 60%)

Economically Disadvantaged 2024-2025 - 62% (state average approximately 60.2%)

Economically Disadvantaged 2023-2024 - 77% (state average approximately 60.2%)

Economically Disadvantaged 2022-2023 - 60.1% (state average approximately 60.2%)

Economically Disadvantaged 2021-2022 - 77% (state average approximately 60.2%)

English Language Learners 2025-2026 -18%(state average approximately 23.6%)

English Language Learners 2024-2025 - 16%(state average approximately 18.4%)

English Language Learners 2023-2024 - 13.4%(state average approximately 18.4%)

English Language Learners 2022-2023 - 12.4 %(state average approximately 18.4%)

English Language Learners 2021-2022 - 11.8%(state average approximately 18.4%)

At-Risk 2025-2026 -49 % (state average approximately 53.5%)

At-Risk 2024-2025 - 48%

At-Risk 2023-2024 - 45%

At-Risk 2022-2023 - 50 %

At-Risk 2021-2022 - 48.2%

Students with Disciplinary Placements 2025-2026 - 0.0% (state average approximately 1.5%)

Students with Disciplinary Placements 2024-2025 - 0.0% (state average approximately 1.5%)

Students with Disciplinary Placements 2023-2024 - 0.0% (state average approximately 1.5%)

Students with Disciplinary Placements 2022-2023 - 0.0% (state average approximately 1.5%)

Students with Disciplinary Placements 2021-2022 - 0.0% (state average approximately 1.5%)

Mobility rate for 2025-2026 14.9% (state average approximately 13.8%)

Mobility rate for 2024-2025 9.6%

Mobility rate for 2019-20- 14.9% (state average approximately 13.8%)

Students enrolled in Special Education 2025-2026- 26% (state average approximately 16.7%)

Students enrolled in Special Education 2024-2025- 27% (state average approximately 11.3%)

Students enrolled in Special Education 2023-2024- 26% (state average approximately 11.3%)

Students enrolled in Special Education 2022-2023- 19.9% (state average approximately 11.3%)

Students enrolled in Special Education 2021-2022- 16.5% (state average approximately 11.3%)

Students enrolled in Gifted and Talented 2025-2026- 5%(state average approximately 9%)

Students enrolled in Gifted and Talented 2024-2025- 4%(state average approximately 8.3%)

Students enrolled in Gifted and Talented 2023-2024- 4%(state average approximately 8.3%)

Students enrolled in Gifted and Talented 2022-2023- 1.4%(state average approximately 8.3%)

Students enrolled in Gifted and Talented 2021-2022- 1.76%%(state average approximately 8.3%)

Attendance rate 2025-2026 - 95.01%

Attendance rate 2024-2025 - 93.68 %

Attendance rate 2023-2024 - 91.9 %

Attendance rate 2022-2023 - 92.4 %

Attendance rate 2021-2022 - 91.7%

Teachers with 0-5 years of Experience in 2025-2026 - 22%; (state average approximately 27.8%)

Average Years of Experience of Teachers in 2024-2025 - 12 (state average approximately 11%)

Number of Students per Teacher in 2024-2025 - 14.5; (state average approximately 14.5)

Teachers with 0-5 years of Experience in 2024-25 - 22%; (state average approximately 27.8%)

Average Years of Experience of Teachers in 2024-2025 - 13 (state average approximately 11%)

Number of Students per Teacher in 2024-2025 - 13.4; (state average approximately 14.5)

Teachers with 0-5 years of Experience in 2022-23 - 26%; (state average approximately 27.8%)

Average Years of Experience of Teachers in 2020-2021 - 12.7%; (state average approximately 11%)

Number of Students per Teacher in 2020-2021 - 13.4; (state average approximately 14.5)

Teachers with 0-5 years of Experience in 2020-21 - 36%; (state average approximately 27.8%)

Average Years of Experience of Teachers in 2020-2021 - 12.7%; (state average approximately 11%)

Number of Students per Teacher in 2020-2021 - 13.4; (state average approximately 14.5)

Strengths

Campus Leadership - 29 years with FSISD

Alamo Elementary employs highly qualified teachers and paraprofessionals. New teachers are assigned a mentor. The campus leadership team is also available for addressing questions and supporting various needs throughout the school year. Region 18 is also used as a support system.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas.	Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.
2 ★	Alamo Elementary has struggled to keep the student attendance rate at above 95 percent.	There is a need to strengthen parent engagement and awareness regarding the importance of consistent, high-quality daily instruction provided by our teachers and staff. The district has implemented a Tribunal to help keep parent accountable.

★ = Priority

Student Learning

Summary

Student Learning Summary

Five-year (2026, 2025, 2024, 2023, 2022) STAAR Reading Performance by student group:

All students at Approaches -79%, 77%, 63%, 67%, 78%; at Meets - 46%, 47%, 27%, 37%, 44% ; at Masters - 15%, 19%, 7%, 8%, 19%

Hispanic students at Approaches - 78%, 77%, 62%, 65%, 74%; at Meets - 43%, 46%, 26%, 31%, 40%; at Masters - 13%, 18%, 6%, 4%, 18%,

White students at Approaches - 83%, 100%, 90%, 100%, 95%; at Meets - 67%, 50%, 86%, 60%; at Masters - 33%, 20%, 36%, 20%,

Eco Dis students at Approaches - 79%, 77%, 60%, 63%, 78% ; at Meets - 41%, 75%, 45%, 22%, 33%, 8%; at Masters - 12%, 38%, 17%, 3%, 4%, 16%

Five-year (2026, 2025, 2024, 2023, 2022) STAAR Math Performance by student group:

All students at Approaches - 68%, 77%, 57%, 72%, 62%; at Meets - 46%, 46%, 31%, 40%, 48%; at Masters - 26%, 18%, 12%, 17%, 17%

Hispanic students at Approaches - 66%, 77%, 57%, 71%, 61%; at Meets - 44%, 46%, 28%, 34%, 35%; at Masters - 23%, 17%, 9%, 7%, 11%

White students at Approaches - 83%, 88%, 90%, 100%, 70%; at Meets - 67%, 50%, 80%, 86%, 10%; at Masters -50%, 38%, 50%, 36%, 3%

Eco Dis students at Approaches - 64%, 78%, 53%, 69%, 58% ; at Meets - 48%, 43%, 23%, 34%, 31%; at Masters - 25%, 14%, 10%, 8%, 8%,

2026 Accountability: Rating-Alamo Elementary was rated as "B"

2025 Accountability: Rating-Alamo Elementary was rated as "B"

2024 Accountability: Rating- Alamo Elementary was rated as "D"

2023 Accountability: Rating- Currently not released

2022 accountability rating - Alamo Elementary was rated as "C"

STAAR Student Achievement score was scaled at 70; School Progress score was scaled at 74; Closing the Gaps score was scaled at 70.

Strengths

ILT is set up to guide the campus in instructional strategies and mentor teachers.

Data and PLC Meetings are set up to be more intentional with lesson internalization and target instruction.

The Response to Intervention committee meets regularly to discuss student academic and or behavioral needs and interventions. This committee is comprised of classroom teachers, counselor, campus curriculum director, administrators, and special education

personnel.

Alamo Elementary Staff uses HQIM material.

Alamo Elementary did meet/surpass state standards.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Problem Statement 1 (Prioritized): 100% of students have not met growth projections on MAPS predictor expectations.	Root Cause: Our diverse population of students enter school with different levels of preparedness.
2 ★	Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas.	Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.
3 ★	Alamo Elementary has struggled to keep the student attendance rate at above 95 percent.	There is a need to strengthen parent engagement and awareness regarding the importance of consistent, high-quality daily instruction provided by our teachers and staff. The district has implemented a Tribunal to help keep parent accountable.

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School Processes & Programs

Summary

Alamo teachers meet together regularly in common planning meetings by grade level and subject area to study student data and plan to improve instruction. Campus administration monitors regularly to assess opportunities to build teacher capacity and improve student engagement.

Campus ILT meets with each department/grade level team to discuss objectives, instructional lessons, small group progress, and student products being differentiated so that they will challenge, reteach, or meet the various needs of individual students. Alamo Elementary educators hold themselves to a very high standard and work consistently to help create experiences that will foster academic success.

The Response to Intervention (RTI) committee meets regularly to discuss student academic and or behavioral needs and interventions. This committee consists of classroom teachers, counselors, instructional coaches and campus administrators.

Strengths

The curriculum is vertically and horizontally aligned through HQIM Bluebonnet. The curriculum and assessments are closely aligned. Intervention is implemented early in the year, and the Response to Intervention process is understood school-wide. Intervention strategies used, but not limited to, small guided learning groups, computer program interventions, Saturday school, and tutorials for all students. We also have extended Fridays for reteach, make-up work, and intervention time. Students are also offered Saturday School.

The master schedule was created to provide a block schedule for instruction and ensure that all special program times are addressed. Teachers have planning time to understand grade-level TEKS and design student work.

Teachers collaborate through weekly department and grade level meetings, as well as in regular staff meetings and vertical alignment meetings. Common assessments are used in all core areas at all grade levels. Alamo focuses on data to guide instruction.

Alamo Elementary has an assortment of technology available for student use. Alamo also has 22 mobile Chromebook labs. All students and staff have access to the technology.

Staff and students have a variety of technology tools to improve instruction and engage students in the learning process. Teachers have a variety of programs to help guide instruction. The district technology department provides regular training for teachers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Problem Statement 1 (Prioritized): Parent Involvement and Community partnerships are not as strong as we would like.	Root Cause: There may be limited opportunities in activities parents and community members feel confident in participating.
2 ★	Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas.	Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.
3 ★	Alamo Elementary has struggled to keep the student attendance rate at above 95 percent.	There is a need to strengthen parent engagement and awareness regarding the importance of consistent, high-quality daily instruction provided by our teachers and staff. The district has implemented a Tribunal to help keep parent accountable.

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Perceptions

Summary

We have a variety of events for families and community members to attend, such as Alamo Book Fair Parent Night, music programs, open house, academic award assemblies, play days, Family Nights, and parent meetings. Alamo encourages parental and community involvement on our campus and has an active PTO.

The administration utilizes Parent Square, flyers, phone calls, and emails to communicate with parents about various events. In addition, important news and information are included with report cards and progress reports. Teachers use Parent Square mobile messaging to communicate with parents. The district website and social media are also included in the variety of ways we communicate with parents.

Strengths

Teachers strive to maintain safe, respectful, and structured classrooms that foster learning. We are using the Capturing Kids' Hearts program to help build relationships with our staff and students. We have added many new areas to help improve our facilities. They are still working on some areas.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas.	Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.
2 ★	Alamo Elementary has struggled to keep the student attendance rate at above 95 percent.	There is a need to strengthen parent engagement and awareness regarding the importance of consistent, high-quality daily instruction provided by our teachers and staff. The district has implemented a Tribunal to help keep parent accountable.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Problem Statement 1 (Prioritized): The 70% required passing rate of STAAR was not reached by all students in all demographic areas.	Root Cause: A deep understanding of our diverse population and the needs of various learners is critical when implementing a common set of values, curriculum, and expectations as a school.
2 ★	100% of students have not met growth projections on MAPS predictor expectations..	Our diverse population of students enter school with different levels of preparedness.
3 ★	Alamo Elementary has struggled to keep the student attendance rate at above 95 percent.	There is a need to strengthen parent engagement and awareness regarding the importance of consistent, high-quality daily instruction provided by our teachers and staff. The district has implemented a Tribunal to help keep parent accountable.

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Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**
- [x] **Other**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community service agencies and support services**

Goals

Goal 1

Goal 1: Alamo Elementary will ensure that all students receive a high-quality education and will improve student performance for all student groups.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Alamo Elementary will implement a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Source: The students will show a minimum of 55% growth in MAPS by the end of year 2027.

Strategy 1

Utilize the HQIM curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade-level skills and competencies.

Strategy's Expected Result/Impact: FSISD will coordinate with campus staff to develop and implement a plan for staff development.

Staff Responsible for Monitoring: District & campus administration

Formative Reviews

December	March	June	June

Strategy 2

Instructional staff will be provided time to plan Bluebonnet to implement the scope and sequence for each grade level and core subject area through horizontal and vertical team planning meetings.

Strategy's Expected Result/Impact: Increase in student performance for all student groups; increase in the number of students meeting grade level expectations in all grades and content areas. Staff Development days are built into the school calendar

Staff Responsible for Monitoring: Curriculum Director & Principal

Formative Reviews

December	March	June	June

Strategy 3

Teachers will receive high-quality ongoing training in subject matter knowledge and teaching skills. This also includes providing principals with instructional leadership skills to help teachers. This practice will allow students to meet the challenging state and local student academic standards.

Strategy's Expected Result/Impact: Implementation of a mentoring program & instructional coaching for new or inexperienced teachers. All students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers.

Staff Responsible for Monitoring: Curriculum Director & Principal

Formative Reviews

December	March	June	June

Strategy 4

Staff and students will receive training on social issues such as harassment, sexual abuse, and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.

Strategy's Expected Result/Impact: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Staff Responsible for Monitoring: Principal & Counselor

Formative Reviews

December	March	June	June

Strategy 5

Implement a schoolwide tiered model to prevent and address problem behavior and utilize

discipline management techniques to increase learning time and reduce discipline referrals.

Strategy's Expected Result/Impact: Reduction in the use of discipline practices that remove students from the classroom; an increase in student performance for all student groups

Staff Responsible for Monitoring: Principal & Counselor & teachers

Formative Reviews

December	March	June	June

Strategy 6

Facilitate effective transitions for students from early childhood programs or home to campus to campus (elementary - high school); and for students new to Alamo.

Strategy's Expected Result/Impact: 1st-grade and 3rd-grade students will be encouraged to visit their future campus in May to make the transition easier when they move into the upcoming school year.

Staff Responsible for Monitoring: Principal & Counselor

Formative Reviews

December	March	June	June

Strategy 7

Offer enrichment classes and activities that enhance students' educational experiences and engagement in school and continue to emphasize student participation in extra-curricular activities; provide specialized support and enrichment programs to meet the unique needs of students identified as Gifted & Talented. This includes STEM room, UIL, Field Trips, and Student of the Month.

Strategy's Expected Result/Impact: Increased student engagement, increased attendance, and decreased discipline referrals

Staff Responsible for Monitoring: Principal, Counselor, & Teachers

Formative Reviews

December	March	June	June

Strategy 8

Staff will utilize technology to enhance instruction, personalize student learning, and develop problem-solving skills. Technology coordinators will provide training to staff on the use of campus-based technology hardware and software and how to integrate technology into the curriculum.

Strategy's Expected Result/Impact: Increase in student performance for all student groups; increased student engagement and attendance

Staff Responsible for Monitoring: Technology Coordinator, Principal, & Teachers

Formative Reviews

December	March	June	June

Strategy 9

Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students.

Strategy's Expected Result/Impact: Compliance with requirements for students to participate in moderate to vigorous physical activity

Staff Responsible for Monitoring: Principal, PE Teacher

Formative Reviews

December	March	June	June

Goal 2

Alamo Elementary will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Alamo Elementary will utilize varied and effective instructional strategies to improve the academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and continuously unenrolled students, and at-risk students.

Evaluation Data Source: The Closing the Gaps Domain rating for Alamo Elementary will improve at least one letter grade by August 2027, as measured by the 2026 Texas Accountability Rating System.

Strategy 1

Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.

Strategy's Expected Result/Impact: Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.

Staff Responsible for Monitoring: Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS staff, Counselor

Formative Reviews

December	March	June	June

Strategy 2

Students identified as Limited English Proficient will receive support through the bilingual program or ESL program; FSISD will provide professional development to teachers and instructional supplies to supplement the Title III, LEP program.

Strategy's Expected Result/Impact: Increase in English Learner student performance in all grades and content areas.

Staff Responsible for Monitoring: Principal & LPAC committee

Funding Sources: Summit K-12 Title III,

Formative Reviews

December	March	June	June

Strategy 3

Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's IEP.

Strategy's Expected Result/Impact: Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.

Staff Responsible for Monitoring: FSISD Special Education Staff, Principals & Teachers

Funding Sources: IDEA B - Formula, $236,819

Formative Reviews

December	March	June	June

Strategy 4

Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan.

Strategy's Expected Result/Impact: Increase in student performance for students eligible for 504 in all grades and content areas

Staff Responsible for Monitoring: Principal & Teachers

Formative Reviews

December	March	June	June

Strategy 5

Students identified as at-risk will receive services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed.

Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk in all grades and content areas

Staff Responsible for Monitoring: Principal & Counselor

Formative Reviews

December	March	June	June

Goal 3

Alamo Elementary will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1

Alamo Elementary will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source: By May, 2027, Alamo Elementary will host parent engagement events that focus on building parents' capacity to support student achievement.

Strategy 1

Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.

Strategy's Expected Result/Impact: Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse, will reach more parents and families and build parent capacity in support of student achievement.

Staff Responsible for Monitoring: Parent Liaison & Teachers & Counselor & Bilingual Coordinator & Special Education Coordinator

Formative Reviews

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Strategy 2

Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home. Communication will be provided in English and Spanish and in multiple formats.

Strategy's Expected Result/Impact: Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 3

Coordinate family engagement priorities and structures between campuses such as EB NIGHTS; transition activities, including school visits for new enrolling students at elementary campuses, will be held, as well as transition activities for students going from Alamo to Intermediate.

Strategy's Expected Result/Impact: Students will successfully move from one school to another, become part of the new school, and maintain social and academic status, leading to improved student performance for all student groups.

Staff Responsible for Monitoring: Principals & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 4

Identify ways to extend educational goals through existing events frequented by families, such as holiday programs to eliminate the separation between academics and extracurricular activities.

Strategy's Expected Result/Impact: More effective family engagement that supports student achievement and closes the achievement gap.

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 5

Offer campus-based workshops to promote effective family engagement that supports student achievement and closes the
achievement gap.

Strategy's Expected Result/Impact: Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 6

Provide parents and families with timely notification of school events; flexible meeting times; and relevant data on attendance, behavior, and academic progress and performance of their child. Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal), report cards & progress reports, and phone calls and written communication.

Strategy's Expected Result/Impact: Parents will be given access to school information through technology, such as
Ascender, Facebook, Twitter, Parent Square. School-home communication will be available in English and Spanish. Interpreters will be provided for meetings, conferences, etc.

Staff Responsible for Monitoring: Principal, Teachers, & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 7

Provide professional development and diversity awareness training to teachers and staff; such as special educators and administrators, to facilitate ongoing, meaningful communication and collaboration with families

Strategy's Expected Result/Impact: Faculty and staff will build capacity to work effectively with students' families; improved school-home communication; improved student performance

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December **March** **June** **June**

Performance Objective 2

Alamo Elementary will follow state and federal guidelines for planning and decision-making with a committee of elected, representative professional staff, including at least one special education teacher, classroom teachers, as well as parents of students enrolled at the campus, business representatives, and community members.

Evaluation Data Source: Annual review and revision of CIP; annual public meeting; annual Board approval of campus goals and objectives

Strategy 1

Conduct an annual Comprehensive Needs Assessment (with parents and other members of the community) for the entire school as part of the continuous improvement planning process.

Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals and Performance Measures; improved student performance

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December **March** **June** **June**

Strategy 2

Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.

Strategy's Expected Result/Impact: Efficient allocation and use of financial resources while improving the quality of education provided to students

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December **March** **June** **June**

Strategy 3

Develop a comprehensive plan that includes a description of strategies used to address school

needs, uses methods and instructional strategies that strengthen the academic program, increases the amount and quality of learning time, and helps provide an enriched and accelerated curriculum.

Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals & Performance Measures; improved student performance

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December	March	June	June

Strategy 4

The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.

Strategy's Expected Result/Impact: The CIP will delineate improved instructional methods for addressing the needs of student groups not achieving full potential as well as improvement in low-student groups for special programs.

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December	March	June	June

Strategy 5

Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.

Strategy's Expected Result/Impact: The School-Parent compact and the Parental Involvement Program will be reviewed
annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact in English and Spanish.

Staff Responsible for Monitoring: Principal, Committee, & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 6

Identify strategies to lower barriers to participation by parents in campus and district decision-making.
Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback
given at meetings.

Strategy's Expected Result/Impact: Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Committees

Committees

2026-2027 Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 30, 2026 @ 4:00 PM	Alamo Library	--	--

Members

First Name	Last Name	Position	Committee Role
Corral	Vandela	Parent	Parent
Valadez	Victor	Parent	Parent
Alejandro	Gonzalez	School Counselor	School Counselor
Pamala	Maloney	Teacher	Teacher
Clara	Lichty	Teacher	Teacher
Ruben	Gonzales	Teacher	Teacher
Amanda	Urias	Assistant Superintendent	Assistant Superintendent
Criselda	Aguirre	Special Education	Special Education
Javier	Pena	Special Education	Special Education
Sarah	Vega	Community Member	Community Member
Kramer	Hall	Fine Arts Teacher	Teacher
Linda	Morales	Business Owner	Business Owner
Victor	Garcia	Coach	Coach
Bessie	Pacheco	Teacher	ILT Member
Michelle	Natera	Teacher	Teacher
Angela	Lujan	Teacher	ILT Member
Denise	Crenshaw	Teacher	ILT Member
Sydnee	Urias	Teacher	Teacher
Adriana	Sanchez	Teacher	Teacher
Becky	Rojas	Teacher	ILT Member
Patricia	Ramirez	Teacher	Teacher
Belinda	Soto	Campus Curriculum Director	Campus Curriculum Director
Sylvia	Bernal	Assistant Principal	Assistant Principal

First Name	Last Name	Position	Committee Role
Karina	Pacheco	Principal	Principal

Funding Summary

Funding Summary

Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Summit K-12	--	$0.00
				Sub-Total	$0.00

IDEA B - Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		--	$236,819.00
				Sub-Total	$236,819.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part C Migrant	Amanda Urias	10/26/2026	Amanda Urias	10/22/2026

Alamo Elementary School

A Title I, Part A Schoolwide Campus

Serving Grades EE - 03

State Compensatory Education Programs

School Year 2020-2021

STATE & FEDERAL EDUCATION SERVICES

STATE COMPENSATORY EDUCATION INFORMATION FOR STAKEHOLDERS

To satisfy Texas Education Code Sec. 11.253, Alamo Elementary annually reviews and revises its campus improvement plan and conducts a comprehensive needs assessment to, "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the [most current] achievement indicators." This addendum to the campus improvement plan, reflects the continuous nature of the needs assessment process to enhance academic improvement, as well as, provide a programmatic review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of State Compensatory Education allotment is to provide school districts and open-enrollment charter schools funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students; as well as, at-risk students and all other students. The statute requires that at least 55 percent of the SCE funds allocated must be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR exams] administered under the TEC, Subchapter B, Chapter 39, or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC, §29.081, and all other students.

Campus Profile

An annual needs assessment is conducted by Alamo Elementary School that includes the principal and the site-based decision-making committee comprised of administrators, teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

According to the latest released Texas Academic Performance Report (TAPR), 2018-2019, Alamo Elementary School had a student population of 440 students with the following ethnic characteristics: African American students make up 1.4 percent of the students, Hispanic students comprise 83 percent of the total student populations, 13.9 percent are white while 1.1 percent of the students identify with two or more races. The socio-economic characteristics were: 72.7 percent economically disadvantaged; 27.3 percent non-educationally disadvantaged; 13 percent English language learners (ELL); 70.2 percent at-risk; and the campus has 18.8 percent mobility.

State Criteria

Texas Education Code Sec. 29.081 defines a student as "at risk of dropping out of school" if the student is under twenty-six years of age and who:

(1) was not advanced from one grade level to the next for one or more school years(*);

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

(14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Alamo Elementary School ensures regular monitoring of individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at-risk" category after the school year begins, will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program, as applicable to the identifier itself.

Funding Information

SCE funds are used to create a compensatory, intensive, and accelerated instruction program at Alamo Elementary School. SCE funds may also be used to fund a disciplinary alternative education program and to support a Title I, Part A Schoolwide program. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Alamo Elementary School is supplementary to the regular education program and supports such activities as program and

student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Alamo Elementary School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC, Sec. 48.104(k)(2)), (FAR, 6.2.4.9)

SCE funds are used to support this federal campus-based program, which is included in the campus budget and all SCE expenditures are coded to the correct SCE fund code (fund 199), align with the purpose of the SCE program to close achievement gaps between at-risk/not at-risk students and economically disadvantaged/not economically disadvantaged), and follow all generally accepted accounting principles. SCE funds also meet the same guidelines required by the federal statute in that SCE funds are only used in compliance with applicable statutory and regulatory provisions (i.e., Title I requirements). SCE expenditures on this schoolwide campus are supplemental to the costs of the regular education program and do not replace required or allowable federal expenditures.

In this addenda, satisfactory justification is provided to document that the expenses requested are both reasonable in cost and necessary to accomplish the objectives of the project. Without these expenditures, the program would not accomplish its statutory objectives.

Students Identified for SCE Program by State Criterion for School Year 2020-2021

The following table represents the number and percentage of students identified in each of the fourteen "At-Risk" categories. Depending on the indicator, students can be counted in more than one category.

Alamo Elementary			Readiness Test		Not Advanced		LEP		DPRS	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%
PK	14	3%	0	0%	0	0%	5	36%	0	0%
K	91	22%	59	65%	0	0%	12	13%	1	1%
1	105	26%	54	51%	1	1%	12	11%	1	1%
2	97	24%	45	46%	1	1%	14	14%	1	1%
3	99	24%	52	53%	1	1%	18	18%	0	0%
Totals	406	100%	210	52%	3	1%	61	15%	3	1%

STAAR Performance, Spring 2018-2019

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Alamo Elementary School include reading and mathematics in third grade. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Alamo Elementary School complies with this mandate in this section on STAAR performance and the evaluation section of this addendum. The STAAR reporting was modified in the Spring 2018 administration to include four performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., "Approaches") for at-risk and not-at-risk students for the spring administrations of 2018 and 2019.

State of Disaster and 2019-2020 Accountability Ratings

In response to the COVID-19 pandemic, Governor Abbott announced on March 16, 2020, that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. As a result, all districts and campuses will be labeled "Not Rated: Declared State of Disaster" for 2020. Under Texas Administrative Code (TAC) §101.2009, the superintendent must establish the instruments and procedures to be used to determine which students are at-risk. Given that the STAAR administrations for April, May, and June 2020 were cancelled, the at-risk determination needed to be made through means that do not involve state testing results **from the current year**. According to TEA guidance, in the absence of 2020 STAAR results, any student who was identified in the PEIMS Fall 2019 submission as "at risk" based on the TEC, §29.081(d)(3), will continue to be identified as "at risk" in the Fall 2020 PEIMS submission. In addition, Student Success Initiative (SSI) promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 have been waived for the 2019–2020 school year. Fort Stockton ISD policies prioritize certain student groups to be provided with on-site instruction when safe to do so, including for students in grades K-2, students most likely to have suffered a COVID slide (SPED, EL, at-risk, and students

with significant learning gaps), and students with limited or no access to the internet.

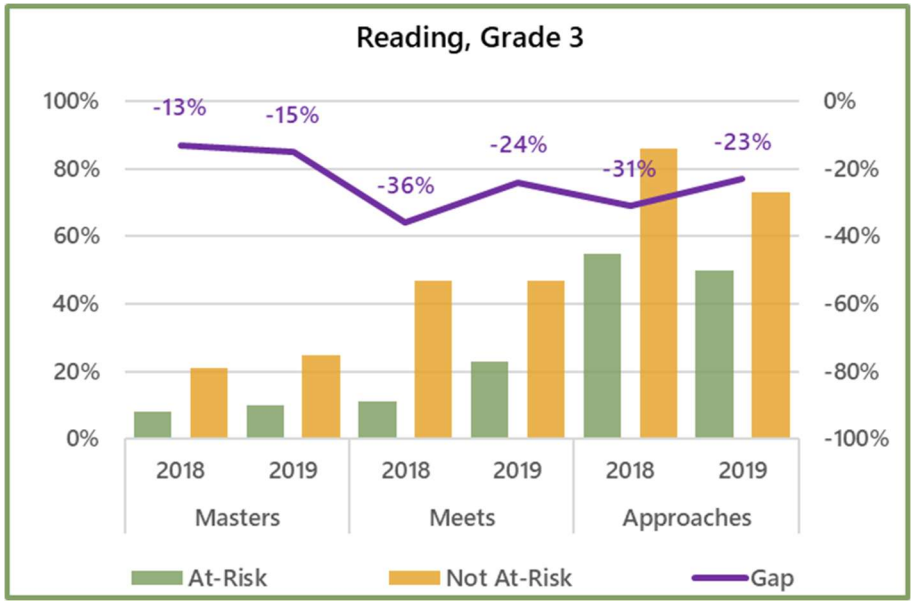
Focusing on Achievement Gaps

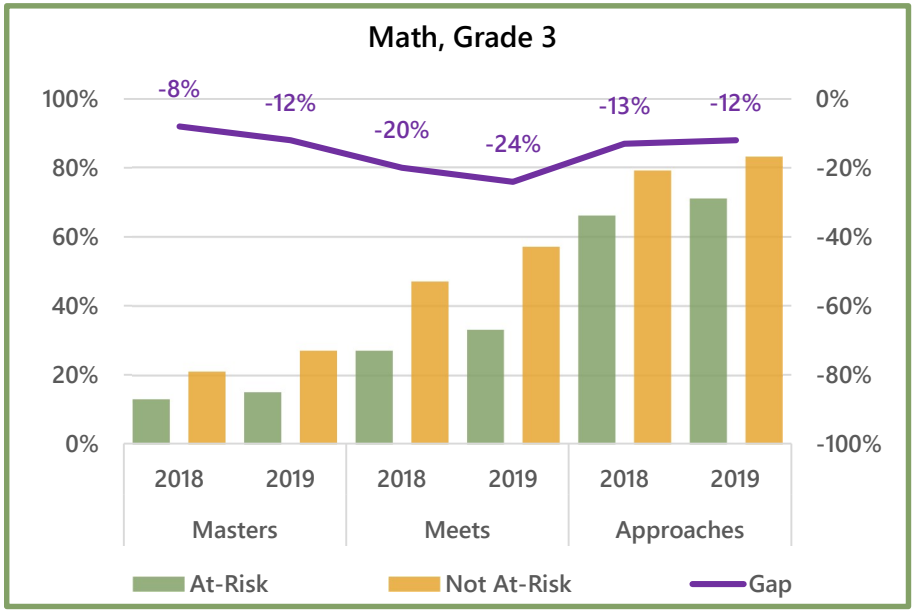
The following bar charts show two-year results for students taking the STAAR assessments. They are intended to focus on achievement gaps (if any) between at-risk and not-at-risk students as well as economically and not economically disadvantaged students rather than overall achievement. Closing achievement gaps for at-risk students should be a main goal of a district's SCE program and a successful SCE program shows a closing of achievement gaps across all STAAR categories. Gap lines that do not show a closing of the gap indicates a need for review and possible modification of the SCE program in the specific grade level and STAAR component. Finally, the STAAR category "Did Not Meet" (Failing) is not shown as this would only repeat the same achievement gap as shown in the "Approaches" (Passing) category.

Campus STAAR Results, Two-Year Comparison of Academic Year End 2018 and 2019 [*]

*** The following tables compare STAAR assessment scores for at-risk and not-at-risk students, as well as, economically disadvantaged students and not economically disadvantaged students for the spring administrations of 2018-2019 - the most recent available STAAR assessment results.**

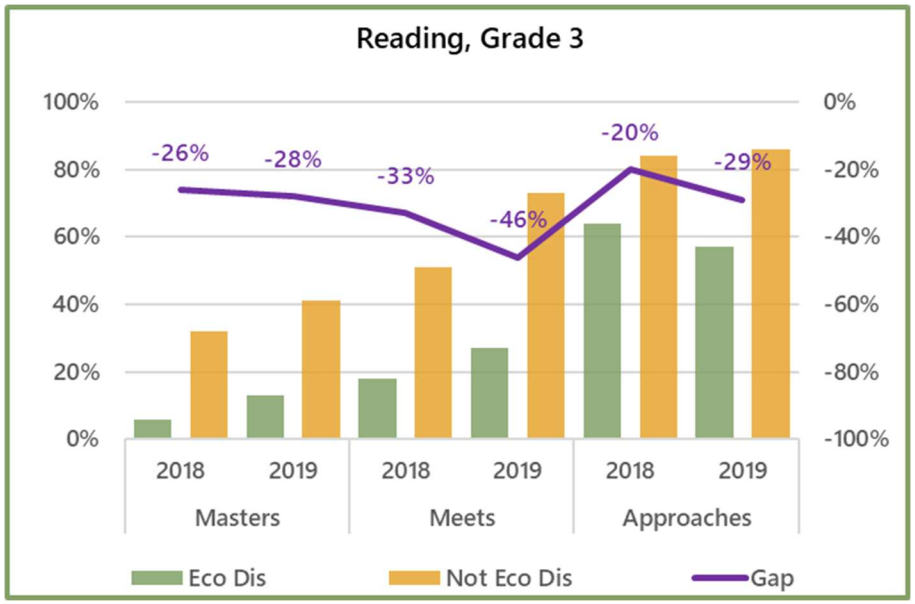
At-risk to not at-risk

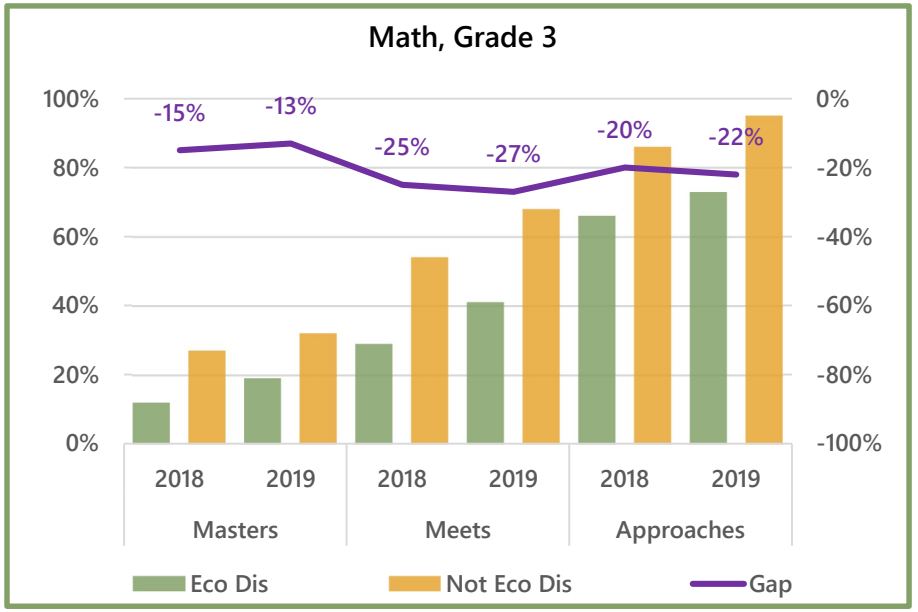




State & Federal Education Services, © 2020

Economically Disadvantaged to Not Economically Disadvantaged





State & Federal Education Services, © 2020

SCE Funded Programs and Services at Alamo Elementary School

Summative Assessment – Spring 2021 STAAR

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
RtI – Response to Intervention – Supplemental accelerated instruction for students below target levels to support mastery of TEKS.	SCE funded salary $138,241	2 Certified teachers [2 FTEs]	Above 70 average	Each semester	Report card grades
Instructional Support – Instructional aides provide accelerated instruction for students in small groups or one-on-one in the regular classroom and/or computer lab and the library.	SCE funded salary $83,983	Instructional aide [3 FTEs]	Above 70 average	Each six weeks	Report card grades
Counselor – Provides students in at-risk situations services over and above those required by law.	SCE funded salary $60,174	1 Counselor [1 FTE]	Above 70 average	Each six weeks	Report card grades

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards. The high school campus operates a schoolwide program and these funds may be used to upgrade the entire instructional program and serve all students.

Title I, Part C— provides supplemental instructional and support services for migrant students and out of school migrant youth.

Title II, Part A— is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools. The district utilizes the flexibility under funding transferability and redirects Title II funds to be used to support the Title I, Part A schoolwide program.

Title III, Part A ELA— is to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards. Fort Stockton ISD utilizes these funds to implement the LIEPs and purchase curricular materials and supplies to supplement the language education program.

Title IV, Part A (Student Support and Academic Enrichment) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology. The district utilizes the flexibility under funding transferability and redirects Title IV funds to be used to support the Title I, Part A schoolwide program.

IDEA-B Formula— provides supplemental resources to help LEAs ensure that eligible students (ages 3-21) with disabilities are provided with a free appropriate public education as required by federal statute.

IDEA-B Preschool — provides supplemental resources to help LEAs ensure that eligible students (ages 3-5) with disabilities are provided with a free appropriate public education as required by federal statute.

State-Funded Programs

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2019-2020 State Compensatory Education Program Evaluation

As required by TEC, Sec. 29.081(b)(1), Alamo Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this district improvement plan. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Alamo Elementary gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this district improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Alamo Elementary chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation, continuous improvement's primary purpose becomes to support learning that can ultimately lead to effective decision making and improvement in district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to students' needs. While collecting and organizing the data is important the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2019-2020 State Compensatory Education Program Evaluation (Cont.)

SCE-Funded Program Name	Evaluation Criteria	Number of participating students	Number of successful students	% students successful
RTI	Report card grades	211	146	69%
Instructional Coach	Satisfactory performance on mCLASS assessment	357	146	41%
Instructional Support	Satisfactory performance on mCLASS assessment	357	146	41%
At-Risk Counselor	Satisfactory performance on mCLASS assessment	357	146	41%
Tutorials	Satisfactory performance on mCLASS assessment and report card grades	250	146	58%

In order to accurately determine which funded strategies are successful at raising academic standards, districts and charter schools are required to evaluate the effectiveness of their designated SCE program and include the results of this evaluation in the district improvement/instructional plan.

SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

SCE Budget 2020-2021

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Alamo Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the FASRG. The accounting practices of the district that are implemented by the campuses are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget.

TEC, Section 48.104(k)(1)(A) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion, between students who are educationally disadvantaged and students who are not educationally disadvantaged.

Alamo Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the district's regular education programs with compensatory, intensive, and/or accelerated instruction.

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

Alamo Elementary	Acct Title	Activity	Cost
199-11-6119-00-102-1-30-0-00	Teacher/Professional Salary	RTI	$128,640.00
199-31-6119-00-102-1-30-0-00	Teacher/Professional Salary	Counseling	$53,476.00
199-11-6129-00-102-1-30-0-00	Support Personnel Salary	Instructional Support	$46,537.00
199-11-6129-00-102-1-30-0-00	Support Personnel Salary	Library	$20,944.00
199-11-6141-00-102-1-30-0-00	Social Security/Medicare	Instructional Support	$674.79
199-11-6141-00-102-1-30-0-00	Social Security/Medicare	Library	$303.69
199-11-6141-00-102-1-30-0-00	Social Security/Medicare	RTI	$1,865.28
199-31-6141-00-102-1-30-0-00	Social Security/Medicare	Counseling	$775.40
199-11-6142-00-102-1-30-0-00	Health/Life Insurance	RTI	$4,632.00
199-11-6142-00-102-1-30-0-00	Health/Life Insurance	Instructional Support	$9,264.00
199-11-6142-00-102-1-30-0-00	Health/Life Insurance	Library	$4,632.00
199-31-6142-00-102-1-30-0-00	Health/Life Insurance	Counseling	$4,632.00
199-11-6145-00-102-1-30-0-00	Unemployment Comp.	Library	$13.15
199-11-6145-00-102-1-30-0-00	Unemployment Comp.	RTI	$80.79
199-11-6145-00-102-1-30-0-00	Unemployment Comp.	Instructional Support	$29.23
199-31-6145-00-102-1-30-0-00	Unemployment Comp.	Counseling	$33.58
199-11-6146-00-102-1-30-0-00	TRS Care	Instructional Support	$1,093.62
199-11-6146-00-102-1-30-0-00	TRS Care	Library	$492.18
199-11-6146-00-102-1-30-0-00	TRS Care	RTI	$3,023.04
199-31-6146-00-102-1-30-0-00	TRS Care	Counseling	$1,256.69
			$282,398.43
		Campus 102 Total:	**$282,398.43**

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

Total by Class Object:

61XX	$282,398.43

Total by Function:

11	$222,224.76
31	$60,173.67

Total by Activity:

Counseling	$60,173.67
Instructional Support	$57,598.63
Library	$26,385.02
RTI	$138,241.11

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Fiscal Year 2021

Personnel Detail

S&FE SERVICES

Alamo Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemploy-ment Comp.	TRS	Total Salary and Benefits Funded
Belva Houston	Teacher	RTI	$66,580.00	1.000	$0.00	$965.41	$0.00	$41.81	$1,564.63	$69,151.85
Enedelia Villa	Instructional Aide	Library	$20,944.00	1.000	$4,632.00	$303.69	$0.00	$13.15	$492.18	$26,385.02
Jeanette Ibarra	Instructional Aide	Instructional Support	$17,952.00	1.000	$4,632.00	$260.30	$0.00	$11.27	$421.87	$23,277.45
Rebecca Rojas	Teacher	RTI	$62,060.00	1.000	$4,632.00	$899.87	$0.00	$38.97	$1,458.41	$69,089.25
Rosario Dominguez	Instructional Aide	Instructional Support	$28,585.00	1.000	$4,632.00	$414.48	$0.00	$17.95	$671.75	$34,321.18
Shannon O'Tierney	Counselor	Counseling	$53,476.00	1.000	$4,632.00	$775.40	$0.00	$33.58	$1,256.69	$60,173.67
Campus 102 Subtotal:		**FTE - 6**	**$249,597.00**		**$23,160.00**	**$3,619.16**	**$0.00**	**$156.75**	**$5,865.53**	**$282,398.43**